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ABSTRACT

This booklet shows teachers and administrators how their school districts can use the Reading Authority List of the Reading Information System I (I-RIS), an analytic process for making decisions about language arts curriculum materials. Following an outline of I-RIS, pages of the Reading Authority List are accompanied by guidelines for using the list, which is a collection of statements about teacher/pupil activities that support the Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP). Questions are offered for evaluating and interpreting statements compiled from I-RIS. A separate Reading Authority List without notations is attached. (RL)

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WORKING EDITION

I--IRIS

READING INFORMATION SYSTEM I

for implementing A Comprehensive Reading/Communication Arts Plan

CS&SSKP

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Helen A. McLain, *Chief*
John L. Meehan, *Right to Read Coordinator*
Frederica F. Haas, *Language Education Adviser*
Evelyn W. Miller, *Language Education Adviser*
Thomas O. Mullikin, *Language Education Adviser*

Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

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Special recognition is given to the I-RIS Committee:

. Denise Nessel, Language Arts Supervisor, West Chester Area School District,

. Gary Jones, Reading Supervisor, Carlisle Area School District,

. Marion Rosecky, Director, Project CARES, Chester County Intermediate Unit,

. Jack Cassidy, Millersville State College,

. Helen Norton, PRIMES Project Manager.

Appreciation is also expressed to Dr. Emanuel Berger, PRIMES.

The I-RIS Committee applied the Reading Authority List to basal reading material, revised and rewrote the Reading Authority List, developed Guidelines and established inservice training.

AUG ~ 1980

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INTRODUCTION

WHAT IS I-RIS?

The Reading Information System has been developed to help Pennsylvania schools recognize key elements compatible with the **Pennsylvania Comprehensive Reading/Communication Arts Plan** in language arts materials. While I-RIS is applicable to all language art materials, Phase I focuses upon basal reading material.

The basis for an analysis of basal reading materials is the Reading Authority List. This list contains statements which describe teacher/pupil activities in a basal program that support PCRP. Briefly, the I-RIS process includes:

1. Examining materials, using the Reading Authority List codes.

2. Identifying and recording the codes.

3. Compiling the statements from the Reading Authority List, which were identified during the examinations.

The analysis may be used by a district to make decisions about the use of language arts curriculum material.

HOW DOES I-RIS RELATE TO PCRP?

The Reading Information System I (I-RIS) is an analytic process for determining the extent instructional materials may be used to produce content for the four critical experiences of **A Comprehensive Reading/Communication Arts Plan** (PCRP). These include:

Critical Experience #1: Responding to Literature

Critical Experience #2: Self-Selected and Sustained Silent Reading

Critical Experience #3: Composing-Oral and Written

Critical Experience #4: Investigating and Mastering Language Patterns.

The PCRP proposed curriculum framework calls for a BALANCE among the four critical experiences. Each contributes to the listening, speaking, reading and writing skills necessary for a learner's total language development. Because the basal reader is commonly used as the instructional text for most language arts programs, it is necessary to identify those activities which support PCRP.

HOW CAN I-RIS BE USED FOR CURRICULUM DEVELOPMENT?

Curriculum planning must reflect local needs of students, the school and the community. Once a curriculum framework has been established, I-RIS can be used to identify how materials may be used to develop curriculum objectives.

WHO WILL USE I-RIS?

The I-RIS process may be used in a variety of ways. The *classroom teacher* following a PCRP curriculum framework should experience the analysis process. This offers greater insight to the nature of the materials he/she uses daily and affords an opportunity to place activities in a PCRP perspective.

A *committee* of school professionals, such as teachers, reading specialists, principals, etc., may analyze their entire basal program as a part of the total school curriculum development process.

A *textbook committee* may want to analyze a number of commercial programs before chosing one for purchase.

WILL THERE BE TRAINING FOR THE USE OF I-RIS?

The analysis process is explained in the guidelines of this document. Each step has been carefully field-tested for clarity and appropriateness. Users should follow the directions and guidelines carefully. However, training sessions will be offered throughout the state. Also, a cadre of I-RIS trainers has been established. It is recommended that one or two persons from a district receive this training and, in turn, become trainers for their own staff.

WHAT IS THE READING AUTHORITY LIST?

The Reading Authority List (RAL) is a collection of statements concerning activities, approaches and teaching strategies found in the material which support PCRP. The analyst selects those statements which describe the material. The RAL is not a judgment of a program but a statement of identified activites, approaches and teaching strategies. Negative statements are not included. If a program does not address a particular item, no statement is made. The Reading Authority List cannot be used as a list of teaching activities. The statements are descriptions of materials.

HOW DOES ONE USE THE ANALYSIS?

A school or teacher using the I-RIS Reading Authority List will have to make judgments and decisions about a program once the analysis is completed. For example, if the I-RIS analysis includes the following statements from the RAL, one may assume that the questions are limited and require short, probably factual recall answers;

2110-Emphasis in eliciting responses during and immediately after pupils hear or read the story or poem focuses on:

2120-primarily short answer questions during and after the story

2130-numbering 1-25 questions and comments.

This would do little to promote the Comprehensive Perceptives in Responding to Literature found in PCRP. The user would have to decide the steps necessary to develop those comprehensive prespectives.

One benefit of the analysis is the identification of possibilities for integrating the four critical experiences found in PCRP. The analysis reveals how a classroom teacher may make use of Composing: Oral and Written, as a response to literature, all in one lesson. This places the basal in a key position for providing content for the four critical experiences in PCRP.

WHO MAY USERS CONTACT FOR INFORMATION?

Districts interested in information about training, the work of other districts or completed analyses should contact:

Thomas O. Mullikin, Reading Adviser
Pennsylvania Department of Education
Bureau of Curriculum Services
Division of Communication, Family Living and Mathematics
333 Market Street
Harrisburg, PA 17126
Telephone: (717) 783-6646.

STEP-BY-STEP PROCESS

1. Gather copies of the teacher's manual, student text, workbook and other supplementary material for the level of the text to be analyzed.

2. Survey the teacher's manual of a basal text to determine the organization for teaching each lesson. Most programs follow a consistent teaching format for each story or teaching lesson.

3. Select a story or teaching lesson (in most cases, they are the same) for analysis. Document the pages of the teacher's guide used in the analysis.

4. Review each of the statements on the Reading Authority List (RAL). Consult the guidelines for clarity. List the code number for each RAL statement which describes the material being analyzed. While it may not be necessary to study the actual story, some programs include questions or teaching activities in the student text. Be sure to look for this. Use as many code numbers as needed to describe the program.

5. Compile the statements (see page 19). Transcribe each code into the representative statement. All statements together offer an analysis of the text.

6. Repeat the procedure with other teaching lessons and any additional materials designed for the level (e.g. ditto masters, language kits, etc.).

7. Evaluate the analysis statements, making judgments and decisions concerning the use of the materials for this level.

GUIDELINES FOR USING THE READING AUTHORITY LIST

These Guidelines have been designated for use with the Reading Authority List (RAL). The four critical experiences expressed in **The Pennsylvania Comprehensive Reading/Communication Arts Plan (PCRP)**, written by Dr. Morton Botel, form the basis of the analysis procedures and guidelines.

PCRP does not demand totality from publishers of basal reading series. For example, while it would go against the precepts of PCRP were publishers to include in their selections for student-selected sustained silent reading, PCRP does require that provisions for sustained silent reading should be made in the series' teacher manuals. In other words, PCRP promotes the use of materials and activities beyond those found in the basal series and favors encouraging teachers to seek out and make use of those resources.

Using the RAL to Analyze Your Test

The analysis system is holistic in that the units of analysis are not necessarily pages or exercises from a book but are "levels" as defined by the authors of a series. To be consistent with PCRP it is necessary to analyze all the materials provided in a commercial reading program. For each analysis conducted, the following resources for each level should be considered:

1. the teacher's guide;
2. the pupil texts and workbooks;
3. other books and media if they are integral to the program.

Analyzing materials using the RAL requires close reading and rereading. The analyst will be looking for *specific* evidences of the *occurrence of pupil* behavior patterns brought about by the teacher's use of the reading program's resources.

Choosing Samples From Each Level For Analysis

Two or three stories or lessons should be an adequate sample for an analysis of a basal reading series level. The analyst, using the teacher's manual, should choose stories representative of the kinds of selections in that level. If upon analysis a selection appears incompatible with others chosen, the analyst should select and analyze additional stories or lessons from the level. After analysis of a series, one should be able to say, "In a representative story, or part of a story, these elements are to be found . . . " or "This level of the basal reading series is characterized by its diversity, offering many kinds of stories or materials."

The Coding System In The Reading Authority List

In general, if three stories are found to be an adequate sample per level, analysis and coding should require approximately 3 hours, or 45 minutes per lesson. However, more time should be allowed for reading decoding activities, found in statements 5010-5160, to insure proper consideration of the material and also to allow for analysis of more than one segment or lesson.

Please note that in recording the code numbers for some sections of the RAL it is possible to use more than one code to describe the characteristics of the reading program analyzed. For example, sections IIA (#2000, emphasis in presenting the story or poem focuses on:), IIB (#2110, emphasis in eliciting responses during and immediately after pupils hear or read the story or poem focuses on:), IIC (#2200 emphasis in eliciting responses in follow-up/ enrichment activities focuses on:) of the RAL allow for multiple codes (some of which are mutually exclusive, such as b, c, or d), while section 4 of B in Part I can allow for only one code. Also, it is not mandatory to use all available coding sections. For example, some reading programs may never mention reading aloud to children in which case categories 1010 through 1060 would not appear in an analysis of that series.

Finally, it is imperative that the materials being analyzed are properly identified. Care must be taken to correctly record whether the samples chosen are from the basal series or from workbooks, or other supplementary materials.

Following are elaborations of the criteria used to make analyses. These explanations and statements will help you to determine the characteristics of each level analyzed. You may notice what appear to be omissions from the categories. For example, in sections IIB (#2110) and IIC (#2200) codes are offered for "some questions primarily emphasize the form (or content) of literature", while no codes are offered for balancing statements such as "most questions primarily emphasize the form (or content) of literature." The absence of such statements does not indicate incompleteness in the analytic tool as it is not necessary to provide statements for the contingencies that none or all questions deal with form or content in one degree or another. Rather, one should read the statements as saying that form or content have been treated significantly and have not been ignored. If form or content are only touched on in some questions, or if only one of these aspects of literature is treated, those facts will be obvious through omissions from the analysis of the pertinent codes.

ANNOTATED READING AUTHORITY LIST

The Annotated Reading Authority List which follows contains the guidelines on the left-hand page and the RAL on the right-hand page. These have been printed in this fashion to afford clear understanding of each of the statements on the RAL. A separate RAL, without notation, may be found beginning on page 21.

1010-1030

These codes and statements deal with the degree to which listening to literature, read or played, is integrated into the reading program.

1010 *Minimal importance* means that while reading to children is mentioned as important in the rationale, it is only occasionally supported throughout the level*.

1020 *Moderate encouragement* means that reading to children is mentioned in the rationale and supported at least half the time in a level.

1030 *Integral to teaching* programs means that reading aloud is clearly basic in the program. Many stories and poems to read aloud are included. Teachers are continually encouraged to read to children.

1040-1060

1050 This code is used when a level usually provides for recitation which is elicited by teacher questions; children engage in oral language interactions in which correct/incorrect answers are emphasized.

1060 This code is used when a level usually encourages the involvement of many children in unself-conscious verbal interactions, including opportunities for brainstorming, discussions, peer interactions, dramas, story retelling, drawing and the like.

2000-2100

This group of codes offers descriptions of various methods of introducing reading selections and of conducting discussions and other activities directly related to reading the selections.

2010 This code is used when the emphasis of the level is mainly on the teacher reading the selection aloud to the group.

2020 This code is used when a level directs a teacher to introduce the new words in a story to children prior to the children's encounters with those words in the selection.

2030 This code is used when a level directs a teacher to establish silent reading episodes of short duration, often with some form of questioning or review at the end of each episode.

2040 This code is used when a level directs a teacher to set silent reading episodes of duration longer than page by page; for example, 2 or 3 pages or subsections of chapters.

2050 This code is used when a level directs a teacher to set silent reading episodes of duration for longer or entire selections.

2060 This code is used when it directs a teacher to allow pupils to attack "new" words without prior preparation.

2070 This code is used when a level directs a teacher to alert pupils to new decoding activities in a story to be read.

2080 This code is used when a level directs a teacher to summarize for a class the main points of a story before the class reads it.

2090 This code is used when a level directs a teacher to have children set purposes for reading by predicting outcomes prior to reading; emphasis is placed on reading to satisfy these pupil-set purposes.

2100 This code is used when material in a reading level encourages a teacher to allow pupils to define their own goals within a lesson or part of a lesson.

* The word "level", as used in these guidelines, refers to that instructional unit designated by the publishing company, such as Holt Level XII (3^2), American Book Level 2^1, or Ginn Level 5.

READING AUTHORITY LIST

I. Listening to Literature

1000———A. Importance attached to listening to literature:

1010————1. minimal importance
1020————2. moderate encouragement
1030————3. integral to teaching program

1040———B. Emphasis in eliciting responses to literature heard focuses on:

1050————1. primarily short answer questions
1060————2. primarily drawing out language of children

II. Reading and Responding to Literature (The story part of the Directed Reading Activity)

2000———A. Emphasis in presenting the story or poem focuses on:

2010————1. teacher reading the whole story or poem aloud first to group
2020————2. teacher introducing sight word vocabulary that does not conform to particular sound/spelling patterns
2030————3. teacher guiding silent reading page by page
2040————4. teacher guiding silent reading for sections within selections to be read
2050————5. teacher guiding silent reading for longer or whole selections
2060————6. teacher allowing students to attack unfamiliar ("new") words independently while reading story
2070————7. teacher introducing decoding patterns used in words in the story
2080————8. teacher giving summary of main elements of story prior to student reading
2090————9. teacher drawing out language of children through predicting outcomes, brainstorming, discussing pictures, etc.
2100————10. teacher questions and comments allowing students to set purposes for reading

Guidelines for Reading Authority List

2110-2190

This group of codes describes for each analyzed level the kinds and number of questions relating to an ongoing or completed lesson.

2120 This code is used if most of the questions offered in the level could be answered with short responses.

2130-
2140-
2150- These codes are used to determine the approximate total number of questions included for the story or lesson. These codes do not ask what *kinds* of questions they are. Approximate the number of questions supplied in the level for each of the stories/lessons analyzed.

2160 This code is used when a level offers some questions emphasizing responses keyed to the four cognitive perspectives, i.e., engagement/involvement in the material, literal recall, interpretation, and evaluation of the material.

2170 This code is used when the level directs a teacher to ask some questions about the form of the literature presented. Form deals with the structural elements, the plan or design of literature, and the effects or responses that those elements evoke in the reader or listener. The elements of form can be characterized as the responses to the story or poem that deal primarily with:

1. recreation of effect,
2. appreciation,
3. enjoyment,
4. experience, and
5. inference (especially of style dealing directly with imagination, observation, metaphor, simile, perception, analogy, irony and symbol).

Questions emphasizing form might say, "How does the author make you feel afraid; or excited; etc?" or "Why does the author compare a month to an animal?" "How does this poem make you feel?" "What does it sound like?"

2180 This code is used when the level directs a teacher to ask some questions about the content of literature presented. Content deals with the events, topics and information contained in literature. Questions emphasizing content would tend to be asking for facts or sequence, relationships or inferences.

2190 This code is used when the level directs teachers to encourage children's use of oral or written language either in answering "thought" questions or in conversations and discussions with classmates or teacher, or in writing ideas in answer, essay, or other forms.

2200-2280

Explanations for these codes and statements are the same as for categories 2110-2190, except that they ask for information about questions relating to *follow-up* or *enrichment activities* offered in the level, rather than to questions relating to *ongoing* or *newly completed* lessons.

2290-2320

These codes are used when student interaction in small groups or in one-to-one situations is mentioned or encouraged in the level. Following are suggested parameters to help determine the degree to which this activity is supported in the level:

2300 *Minimal support* means that small group interactions are mentioned as possible activities in the level.

2310 *Moderate encouragement* means that small group interactions are specifically suggested in the teacher's guide.

2320 *Integral to program* means that small group interactions are a regular part of the level's program as outlined in the teacher's guide.

2110———B. Emphasis in eliciting responses during and immediately after pupils hear or read the story or poem focuses on:

2120————————1. primarily short answer questions during and after the story

2130————————————a. numbering 1-25 questions and comments
2140————————————b. numbering 26-50 questions and comments
2150————————————c. numbering more than 50 questions and comments

2160————————2. questions which represent a *balance*, using the four cognitive perspectives
2170————————3. some questions which primarily emphasize the *form* of literature
2180————————4. some questions which primarily emphasize the *content* of literature
2190————————5. primarily drawing out language of children

2200———C. Emphasis in eliciting responses in follow-up/enrichment activities focuses on:

2210————————1. primarily short answer questions in follow-up/enrichment activities

2220————————————a. numbering 1-25 activities
2230————————————b. numbering 26-50 activities
2240————————————c. numbering more than 50 activities

2250————————2. questions which reflect a *balance*, using the four cognitive perspectives
2260————————3. some questions which primarily emphasize the *form* of literature
2270————————4. some questions which primarily emphasize the *content* of literature
2280————————5. primarily drawing out language of children

2290———D. Emphasis upon grouping; providing for small group or student/student interaction in follow-up activities (is given)

2300————————1. minimal support
2310————————2. moderate encouragement
2320————————3. is integral to program

Guidelines for Reading Authority List

3000-3020

These codes are used when this activity is mentioned or provided for in the level. Following are suggested parameters to help determine the degree to which the activity is supported in the level:

3000 *Minimal support* means that lists of suggested "outside reading" are presented in the lesson or unit outline;

3010 *Moderate encouragement* means that in addition to lists of suggested reading, specific suggestions in the teacher's guide for encouraging and implementing SSR are provided;

3020 *Integral* means that SSR is a part of the program's daily activities as outlined in the teacher's guide.

4000-4030

These codes are used when oral composition is suggested or provided for in the level. Following are suggested parameters to help you determine the degree to which the activity is supported in the level:

4010 *Minimal support* means that suggestions for oral composition are mentioned in the lesson or unit outline;

4020 *Moderate encouragement* means that in addition to providing suggested topics for oral composition, the level provides some specific directions in the teacher's guide for encouraging and implementing oral composition as a learning tool;

4030 *Integral* means that oral composition is a part of the program's daily activities as outlined in the teacher's guide.

4040-4070

These codes are used when sustained writing is mentioned or encouraged in the level. Following are suggested parameters to help you determine the degree to which the activity is supported in the level:

4050 *Minimal support* means that suggestions for sustained writing are mentioned in the lesson or unit outline;

4060 *Moderate encouragement* means that besides suggestions for sustained writing the level provides some specific directions in the teacher's guide for encouraging and implementing sustained writing as a learning tool;

4070 *Integral* means that sustained writing is a part of the program's daily activities as outlined in the teacher's guide.

4080-4110

These codes are used when structured writing is mentioned or encouraged in the level. Following are suggested parameters to help you determine the degree to which the activity is supported in the level:

4090 *Minimal* support means that structured writing is mentioned in the lesson or unit outline as a possible activity;

4100 *Moderate encouragement* means that some suggestions for structured writing are supplied in the teacher's guide.

4110 *Integral* to program means that the level includes structured writing as a regular, perhaps daily, activity as outlined in the teacher's guide.

5000

This code is used when the level includes lessons developing sound and sound/letter relationship awareness.

5010-5060

These codes are used when a level includes lessons developing decoding skills based on spelling patterns.

5020 CVC, VC (hot, pit, up)

5030 CVCe, VCe, (hate, ate, rope)

5040 CVVC, (boot, boil, pain, boat)
CV, CVV, (go, see)
CVr, CVre, (bar, more)
CVw, CVll, (few, hall)

5050 CCVC, CVCC, CCVCC, CCVCE, (brim, sank, blink, spoke)

5060 CCVVCC (speech)
CCVVCCe (breathe)

17

III. Daily Self-Selected Sustained Silent Reading (is given)

3000————————1. minimal support
3010————————2. moderate encouragement
3020————————3. is integral to program

IV. Composing (focus: content – see V G Conventions of writing)

4000————A. Oral composing - discussions, storytelling, etc. (is given)

4010————————1. minimal support
4020————————2. moderate encouragement
4030————————3. is integral to program

4040————B. Sustained writing - storytelling, journals, etc. (is given)

4050————————1. minimal support
4060————————2. moderate encouragement
4070————————3. is integral to program

4080————C. Structured writing - descriptive, narrative, expository (is given)

4090————————1. minimal support
4100————————2. moderate encouragement
4110————————3. is integral to program

V. Investigating Language Patterns

5000————A. Letter discrimination and recognition; sound and sound/letter relationship awareness

5010————B. Decoding: spelling pattern content

5020————————1. CVC, VC
5030————————2. CVCe, VCe
5040————————3. Other vowel sounds and vowel spellings such as CVVC, CV, CVV, CVr, CVre, CVw, CVll
5050————————4. CCVC, CVCC, CCVCC, CCVCE
5060————————5. CCVVCC, CCVVCCe

Guidelines for Reading Authority List

5070-5110

These codes are used when a level includes lessons developing decoding skills based on word formations.

5080 Compounds and contractions.

5090 Forms of nouns, verbs, adjectives, adverbs.
Examples: woman - women
Spain; *Spanish* dress

5100 Multisyllable words with meaningful units (prefixes, suffixes).
Examples: *un*happy, plenti*ful*

5110 Multisyllabic words with pronunciation units.
Examples: in-de-pen-dent
kin-der-gar-ten

5120-5160

5130 *Synthetic*. This code is to be used when the level emphasizes learning the sounds of letters (single letters or groups of letters) as elements. These elements are then blended together to form words.

5140 *Analytic/Synthetic*. This code is used when the level includes some synthetic approaches and some analytic approaches to word identification. (Analytic word attack skills involve breaking apart words into sound elements in order to arrive at the correct pronunciation/identification of the words.)

5150 This code is used when a level teaches decoding through investigation of *syllable* and/or *spelling patterns* and the effect on them by adding or changing various word elements; for example, telephone to television or telephonic, or bat, cat, sat, etc.

5160 This code is used when a level teaches how sentences are constructed and changed through investigations of *syntactic patterns* involving changing sentences by arranging or rearranging their component parts or by substituting or adding words or phrases.

5170-5240

These codes are used when a level includes as a part of its program activities which teach or improve certain study skills.

5180 This code is used when a level provides for instruction and practice in note taking.

5190 This code is used when the level provides specific activities that are designed to help children learn how to handle the kinds of questions found on standardized and other kinds of achievement tests.

5200 This code is used when the level provides for instruction and practice in the purposes for and the methods of outlining.

5210 This code is used when the level (or program) provides specific suggestions for developing a study strategy, such as SQ3R, and emphasizes application of that strategy in various selections.

5220 This code is used when the program provides practice for students in adjusting their rate of reading to the purpose for reading; for example, when to skim or scan or when to study-read.

5230 This code is used when the program provides practice for students in reading for information in the "content areas" (e.g. science, social studies); specific strategies for dealing with these kinds of "textbook" reading demands are given.

5240 This code is used when the program provides practice for students in acquiring and demonstrating life skills or consumer skills such as: reading and comprehending signs, contracts, advertisements, or directions; filling out forms or order blanks; writing checks, letters or inquiry, or resumes; etc.

5250-5300

5260 This code is used when the program provides for instruction in the science of speech sounds.

5270 This code is used when the program provides instruction in the system of word formation in a language, including inflection, derivation and compounding.

5280 This code is used when the program provides for instruction in grammar or in the way in which words are put together to form phrases, clauses, sentences.

5290 This code is used when the program provides for instruction in the study and classification of changes in word or language meanings, especially connotative meanings.

5300 This code is used when the program provides for instruction in the study of word origins and word changes as the word is transmitted in part or whole from language to language and from time period to time period.

5070———C. Decoding: word form content

5080————1. compounds and contractions
5090————2. forms of nouns, verbs, adjectives, adverbs
5100————3. multisyllabic words with meaning units (prefixes, suffixes)
5110————4. multisyllabic words with pronunciation units

5120———D. Decoding: ways of studying and mastering

5130————1. synthetic
5140————2. analytic/synthetic
5150————3. investigation of syllable/spelling patterns through manipulative processes of substituting, arranging, rearranging, and adding of word elements to make words, and to make spelling pattern sets
5160————4. investigation of syntactic patterns through the manipulative processes of substituting, arranging, rearranging and adding words and phrases to make sentences

5170———E. Study Skills

5180————1. taking notes
5190————2. building test wiseness
5200————3. outlining
5210————4. study strategies
5220————5. flexibility/rate
5230————6. content reading
5240————7. consumer/life skills

5250———F. Formal language study (linguistics)

5260————1. phonology
5270————2. morphology
5280————3. syntax
5290————4. semantics
5300————5. etymology

5310-5340

5320 This code is used when the program provides instruction and practice in spelling.

5330 This code is used when the program provides instruction and practice in handwriting.

5340 This code is used when the program provides instruction and practice in the rules of standard English writing; for example: punctuation, capitalization, agreement, indenting, letter-writing.

6000-6020

6010 This code is used when the program provides for overall measures of progress in reading; for example, reading a story and discussing or retelling the story with the teacher; overall assessment of decoding abilities based on students' mastery of several word attack strategies. A holistic evaluation does not break down reading abilities into elements to be tested (e.g., single sound-letter associations) but rather assesses overall progress of several abilities simultaneously.

6020 This code is used when the program provides for testing for the comprehension of words, and for the understanding of main ideas, of inferences made, and of details. It also refers to tests of auditory and auditory/visual perceptions of vowels and consonants as elements and as clusters; for example, for nouns, perceiving plurals and possessives, or for verbs, perceiving and comprehensive endings. The emphasis is on testing for mastery of specific skills.

7000-7040

These codes are used when the program includes specific suggestions of ways to involve parents in reading activities with their children.

5310———G. Conventions of writing (focus: form)

5320————1. spelling
5330————2. handwriting
5340————3. standard English writing rules: punctuation, capitalization, agreement, indenting

6000———VI. Formal Monitoring of Placement and Mastery in Reading Texts through:

6010———A. holistic testing of reading abilities; other holistic measures
6020———B. testing of the elements of decoding and aspects or perspectives of comprehension

7000———VIII. Provision for Parental Involvement

7010———A. suggestions for parent/child activities with oral literature
7020———B. suggestions for parent/child activities with self-selected reading
7030———C. suggestions for parent/child activities with oral and written composing
7040———D. suggestions for parent/child activities with specific skill development

COMPILING THE ANALYSIS

Once the analyst has selected the codes, a typist should compile just those statements which accompany these codes. Each code identified for each Roman numeral section on the RAL should include all codes which provide for a complete sentence.

For example, if, under section II, the analyst selects the following;

II. Reading and Responding to Literature

2000, 2020, 2040, 2070, 2090, 2110, 2120, 2140, 2160, and 2190,

they would be stated as below:

Reading and Responding to Literature

(2000) Emphasis in presenting the story or poem focuses on **(2020)** introducing sight word vocabulary that does not conform to particular sound/spelling patterns.

(2000) Emphasis in presenting the story or poem focuses on **(2040)** teacher guiding silent reading for sections within selections to be read.

(2000) Emphasis in presenting the story or poem focuses on **(2070)** teacher introducing decoding patterns used in words in the story.

(2000) Emphasis in presenting the story of poem focuses on **(2090)** teacher drawing out language of children through predicting outcomes, brainstorming, discussing pictures, etc.

(2110) Emphasis in eliciting responses during and immediately after pupils hear or read the story or poem focuses on **(2120)** primarily short answer questions during and after the story **(2140)** numbering 26-50 questions and comments.

(2110) Emphasis in eliciting responses during and immediately after pupils hear or read the story or poem focuses on **(2160)** questions which represent a *balance*, using the four cognitive perspectives.

(2110) Emphasis in eliciting responses during and immediately after pupils hear or read the story or poem focuses on **(2190)** primarily drawing out language of children.

EVALUATION AND INTERPRETATION

Following the analysis and compilation of statements, the materials may be evaluated as follows:

1. Does the series provide for reading aloud (listening to literature)?

2. Where are emphases placed in a series when stories or poems are presented? Are selections presented? Are responses elicited during and right after selections are presented? How are follow-up or enrichment activities used after the selections are presented?

3. Does a series encourage students to choose and read their own selections in literature?

4. Does a series encourage oral and written composing?

5. Does a series teach skills relevent to specific content subject areas?

6. Does a series deal with linguistics? Does a series teach spelling, handwriting, standardized English usage, grammar?

7. How does a series provide for testing and placement?

8. How does a series provide for parent involvement?

READING AUTHORITY LIST

I. Listening to Literature

1000———A. Importance attached to listening to literature:

1010————————1. minimal importance
1020————————2. moderate encouragement
1030————————3. integral to teaching program

1040———B. Emphasis in eliciting responses to literature heard focuses on:

1050————————1. primarily short answer questions
1060————————2. primarily drawing out language of children

II. Reading and Responding to Literature (The story part of the Directed Reading Activity)

2000———A. Emphasis in presenting the story or poem focuses on:

2010————————1. teacher reading the whole story or poem aloud first to group
2020————————2. teacher introducing sight word vocabulary that does not conform to particular sound/spelling patterns
2030————————3. teacher guiding silent reading page by page
2040————————4. teacher guiding silent reading for sections within selections to be read
2050————————5. teacher guiding silent reading for longer or whole selections
2060————————6. teacher allowing students to attack unfamiliar ("new") words independently while reading story
2070————————7. teacher introducing decoding patterns used in words in the story
2080————————8. teacher giving summary of main elements of story prior to student reading
2090————————9. teacher drawing out language of children through predicting outcomes, brainstorming, discussing pictures, etc.
2100————————10. teacher questions and comments allowing students to set purposes for reading

2110———B. Emphasis in eliciting responses during and immediately after pupils hear or read the story or poem focuses on:

2120————————1. primarily short answer questions during and after the story

2130————————————a. numbering 1-25 questions and comments
2140————————————b. numbering 26-50 questions and comments
2150————————————c. numbering more than 50 questions and comments

2160————————2. questions which represent a *balance*, using the four cognitive perspectives
2170————————3. some questions which primarily emphasize the *form* of literature
2180————————4. some questions which primarily emphasize the *content* of literature
2190————————5. primarily drawing out language of children

2200———C. Emphasis in eliciting responses in follow-up/enrichment activities focuses on:

2210————————1. primarily short answer questions in follow-up/enrichment activities

2220————————————a. numbering 1-25 activities
2230————————————b. numbering 26-50 activities
2240————————————c. numbering more than 50 activities

2250————————2. questions which reflect a *balance*, using the four cognitive perspectives
2260————————3. some questions which primarily emphasize the *form* of literature
2270————————4. some questions which primarily emphasize the *content* of literature
2280————————5. primarily drawing out language of children

2290———D. Emphasis upon grouping; providing for small group or student/student interaction in follow-up activities (is given)

2300————————1. minimal support
2310————————2. moderate encouragement
2320————————3. is integral to program

III. Daily Self-Selected Sustained Silent Reading (is given)

3000————————1. minimal support
3010————————2. moderate encouragement
3020————————3. is integral to program

IV. Composing (focus: content – see V. G. Conventions of writing)

4000———A. Oral composing - discussions, storytelling, etc. (is given)

4010————————1. minimal support
4020————————2. moderate encouragement
4030————————3. is integral to program

4040———B. Sustained writing - storytelling, journals, etc. (is given)

4050————————1. minimal support
4060————————2. moderate encouragement
4070————————3. is integral to program

4080———C. Structured writing - descriptive, narrative, expository (is given)

4090————————1. minimal support
4100————————2. moderate encouragement
4110————————3. is integral to program

V. Investigating Language Patterns

5000———A. Letter discrimination and recognition; sound and sound/letter relationship awareness

5010———B. Decoding: spelling pattern content

5020————1. CVC, VC
5030————2. CVCe, VCe
5040————3. Other vowel sounds and vowel spellings such as CVVC, CV, CVV, CVr, CVre, CVw, CVll
5050————4. CCVC, CVCC, CCVCC, CCVCE
5060————5. CCVVCC, CCVVCCe

5070———C. Decoding: word form content

5080————1. compounds and contractions
5090————2. forms of nouns, verbs, adjectives, adverbs
5100————3. multisyllabic words with meaning units (prefixes, suffixes)
5110————4. multisyllabic words with pronunciation units

5120———D. Decoding: ways of studying and mastering

5130————1. synthetic
5140————2. analytic/synthetic
5150————3. investigation of syllable/spelling patterns through manipulative processes of substituting, arranging, rearranging, and adding of word elements to make words, and to make spelling pattern sets
5160————4. investigation of syntactic patterns through the manipulative processes of substituting, arranging, rearranging and adding words and phrases to make sentences

5170———E. Study Skills

5180————1. taking notes
5190————2. building test wiseness
5200————3. outlining
5210————4. study strategies
5220————5. flexibility/rate
5230————6. content reading
5240————7. consumer/life skills

5250———F. Formal language study (linguistics)

5260————1. phonology
5270————2. morphology
5280————3. syntax
5290————4. semantics
5300————5. etymology

5310———G. Conventions of writing (focus: form)

5320————1. spelling
5330————2. handwriting
5340————3. standard English writing rules: punctuation, capitalization, agreement, indenting

6000———VI. Formal Monitoring of Placement and Mastery in Reading Texts through:

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27/A